

FE Week

Principal defiant after grade four

Third poor inspection for City College Coventry's Paul Taylor

Chris Henwood

[@Chris_Henwood](#)

The principal of the latest big city college to be labelled inadequate by Ofsted has told of his determination to stay on and "put things right".

After 16 years in the job and two previous poor inspections, Paul Taylor, at City College Coventry, was hit with the grade four result across each inspection headline field.

The 8,000-learner college was also given grade fours throughout the main findings board, including apprenticeships and 19+ learning programmes.

It got grade three overall results at previous inspections in March 2010 and May 2007, but its highest mark this time was a single grade two for teaching, learning and assessment on independent living and life skills.

"I've thought long and hard about what's happened," said Mr Taylor (pictured).

"I've thought: 'Shall I go?'. But I couldn't leave the college with those grades. If I walk away I'll regret it forever."

"I'm very confident we will put things right. At the end of the day we have to accept where we are and face up to it."

City College Coventry is the third big city college to have been given a grade four in recent weeks.

Last month, City of Liverpool College got grade fours in every headline inspection field, four years after it was praised as outstanding.

And, more recently, City of Bristol College fell from good to inadequate, with grade fours in all but leadership and management, where it was seen to be in need of improvement.

Coventry's Ofsted report, published on April 23 following inspec-

tion in March, was critical of below average achievement, low course completion, poor attendance and punctuality.

It said: "Quality assurance systems are ineffective. They have failed to prevent the decline in success rates and have not brought about the necessary improvements across the college, particularly in teaching, learning and assessment."

It added: "Leadership and management throughout the college are not effective in bringing about sustained improvement in all areas."

But Mr Taylor said the inspectors' final grading was "unexpected" because self-assessment indicated

the college would get a grade three overall — and a grade two for teaching, learning and assessment.

"Where we got it really wrong was on teaching, learning

and assessment. Our own assessment regime was telling us they were good, so it was quite a severe drop," he said.

"We assessed standards wrongly because we weren't focusing enough on the learning aspect."

However, Mr Taylor said he was implementing changes to improve the college, which, according to agency figures, had a turnover of £20.3m for the year ending July 31, 2011.

One change, a new system to monitor attendance and trigger action to deal with students who did not turn up, was not in place in time for the inspection. Staff training would also be assessed and addressed, "before the end of June with a view to a clean start in September", he said.

Mr Taylor added: "Generally we need to tidy up on all our systems and become more consistent and focused. But we don't just want to implement an action plan — we want to put in place a significant culture change."

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"I can't walk away"



IfL director in Boston Marathon

Monday, April 29, 2013
www.feweek.co.uk

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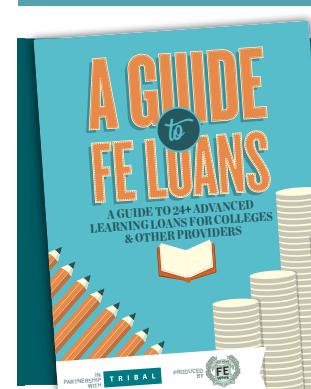


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Ten minutes before the bombs

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Edition 64

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Top #Tech Bacc tweets:

@PaulSpencerp
 Will need to look at detail but a positive move

@tobyperkinsmp [Labour]
 Our tech bacc was a response to the narrow Ebacc the govt proposed. Gove has now offered a watered down version of ours

@Louisp56
 Terrible idea. "Tech bacc" basically all the work that comes with an apprenticeship... Minus the job. Sigh

@EEF_Economists
 Only 1 in 5 manufacturers currently think VQs more relevant now than 2 yrs ago #TechBacc should improve this

@ivytutorslondon
 Will this help pupils see the value of staying at schools?

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Minister 'cancels' on traineeships

Chris Henwood

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Providers have been kept waiting at least another week for the government to outline its plan for traineeships.

Skills Minister Matthew Hancock had been advertised as attending an event in Manchester on Wednesday, April 24, at which he would unveil the scheme. But the launch was cancelled at the 11th hour.

Traineeships, due to start next academic year, were proposed by Deputy Prime Minister Nick Clegg in June to help young people gain work-related skills and attitudes.

Mr Hancock was unable to attend the Manchester launch, which was pencilled in just as youth unemployment figures nudged the one million mark.

A spokesperson for the Department for Business, Innovation and Skills said the minister's attendance at the event had never been confirmed.

She said he had pulled out after he had been called to an "unrelated meeting at No 10".

The event, organised by the UK Commission for Employment and Skills, went ahead without the minister, but pressure is mounting within the FE sector for an announcement on traineeships.

Figures released this month by the Office for National Statistics showed that 979,000 16 to 24-year-olds were out of work in the three months from December to February, a 20,000 increase on the three months from September to November.

Shadow Skills Minister Gordon Marsden said: "It is deeply concerning that the government still hasn't launched the final proposals for its traineeships programme, not least given it is now 11 months since Nick Clegg first announced the policy."

"This month's rise in youth unemployment further underlines the importance of the government getting this policy right."

"FE colleges and training providers need urgent clarity if they are expected to deliver this new provision come September."

A spokesperson at the Department for Education said the launch would take place "shortly".

"We received an excellent response to the discussion paper we published in January, with more than 450 responses from employers, providers and other organisations," he said.

"We are continuing to work through the final details of the traineeships programme, drawing on all of these helpful responses. We will publish further information about the programme shortly."

FE Week news in brief

Extra funding reviews

Providers could be told whether their requests for extra funding have been successful with fewer than seven weeks of the academic year to go.

The Skills Funding Agency said its reviews will be communicated to providers, as late as June 14. They could result in extra cash being paid out — but providers would have to use up the added allocation before July 31.

Skills 'core priority'

The Department for Business Innovation and Skills (BIS) committee report into Local Enterprise Partnerships (LEPs), published Friday, identified skills as a core priority, and recommended that LEPs be required to demonstrate their levels of engagement with local education, in particular the FE sector.

It also said greater detail was needed on how various funding streams would be brought together, and that it expected BIS to provide these details.

Pay offer rejected

Unions representing FE college staff have rejected a 0.5 per cent pay rise offer in negotiations with the Association of Colleges (AoC).

The University and College Union and the Association of Teachers and Lecturers, among others, want a 5 per cent pay increase.

The AoC is still in talks with the unions, but described the 5 per cent claim as "unrealistic".

Questions remain on Tech Bacc

Rebecca Cooney

[@RebeccaKCooney](#)

Government plans for a Technical Baccalaureate (Tech Bacc) have received a lukewarm welcome from the FE sector, amid questions about its substance and timing.

The Association of School and College Leaders (ASCL) and the Association of Colleges (AoC) described the new qualification, which will count towards college and sixth form league tables, as "a step in the right direction" towards raising the profile of vocational education.

To complete a Tech Bacc, learners would need a "high quality" level three vocational qualification, a core maths level three qualification, which would include AS-level maths, and an extended written project.

A government statement said that a list of approved vocational qualifications would be released near the end of the year, with further details on the maths element "in due course".

The Tech Bacc will be introduced for courses beginning in September next year, but will not count towards performance tables until January 2017.

Brian Lightman, ASCL general secretary, said it could redress the imbalance between academic and vocational courses, but warned that introducing it as a performance indicator, rather than as a specific qualification, risked undermining its credibility.

"What we need is not a vocational alternative



An *FE Week* cartoon from December when Labour accused the government of stealing its plans for a Tech Bacc

to university, but a genuine baccalaureate that encompasses a legitimate set of qualifications in their own right that can provide parallel routes to excellence leading to careers, further qualifications or higher education for students of all abilities," he said.

"This is the way we will start to break down the false divide between academic and vocational qualifications that is so damaging to our economy."

Deborah Ribchester, AoC senior policy manager, said: "We fear the September 2014 timetable for the introduction of this new performance measure may be too tight and are concerned that not all of the three key elements proposed have yet been finalised."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers, agreed,

adding that it was "worrying" that vocational and academic qualifications would continue to be separate.

She also called for the Tech Bacc to be allocated UCAS points, to create parity with A-levels for learners wanting to go to university.

Lynne Sedgmore, executive director of the 157 Group, said the new qualification represented a step towards ensuring vocational qualifications and A-levels were valued equally.

Chris Jones, chief executive at City & Guilds, which is updating its own trademarked TechBac qualification that it offered in the early 1990s, said: "It is essential that we provide young people with another option to a purely academic education. We need to equip them with both the vocational and rounded skills that employers need."

'I had my medal when I heard the noise'

Eleanor Radford

[@EleanorRadford](#)

As Elaine Battson collected her bag after a successful Boston Marathon, she thought the explosions she heard were fireworks to celebrate the end of the event.

But within minutes, the Institute for Learning's director of finance discovered that the April 8 event had been bombed.

"I'd gone through the finishing line, got my medal and was waiting at a baggage place when I heard the noises. I turned around to see smoke coming from down the same road as me," she told *FE Week*.

"I got chatting to a man who told me what had happened, that it was definitely a bomb. I felt freaked — it was just unbelievable."

As the story of the co-ordinated blasts that claimed the lives of three and seriously injured more than 100 was relayed across the globe, the 47-year-old avid runner who has completed 74 marathons in a decade, made her way back to her hotel.

Initially she hadn't noticed that anything was different.

However, it soon became obvious that people were looking "more worried than they should be".

"There were suddenly lots of police and army around. They were shutting shops and everything was closing — it was all anyone was talking about," she said.

"The hotel staff just tried to look after us and keep us going."

She didn't feel scared — even though she was in the city on her own — but she did sleep fully clothed and with a packed suitcase next to her bed in case she was forced to evacuate in the middle of the night.

"People back home were more worried than I was — around 20 got in touch to check I was OK," said Ms Battson, a member of Hackney's Victoria Park Harriers running club who has completed 24 marathons in the past year.

She flew home the next day having spent the rest of her time in Boston in her hotel room watching the news. But she will return.

"It's such a great place to visit. I'm determined to return to show some support for the city," she said.



Elaine Battson training for the Boston marathon in London's March snows



And the incident hasn't deterred her from her aim of completing 100 marathons, with this month's London marathon the most recent under her belt.

She said: "London was very special — lots of people were showing their support for those in Boston. They were wearing black ribbons and t-shirts saying: 'For Boston'."

Restaurant worker Krystle Campbell, 29, Chinese graduate student Lu Lingzi, 23, and

eight-year-old Martin Richard died in the bombings.

Brothers Dzhokhar Tsarnaev, 19, and Tamerlan Tsarnaev, 26, who originate from Chechnya, are believed to be responsible. The 19-year-old was captured after a huge manhunt in which his elder brother died.

He faces one count of using a weapon of mass destruction and one count of malicious destruction of property resulting in death.

Fears eased on funding

Rebecca Cooney

[@RebeccaKCooney](#)

The Association for Employment and Learning Providers has secured access to extra funding for independent providers whose allocations have been drastically cut.

The association said it had "intense discussions" with the Education Funding Agency (EFA) after dozens of worried members made contact when their allocations were reduced between 20 and 30 per cent. The cuts followed a change in the funding mechanism.

The Department for Education (DfE) has now agreed to provide extra money for providers who had more learners than predicted this year.

Paul Warner, the association's director of employment and skills (pictured right), said: "The latest commitments from the EFA to reward providers for strong performance are a real step forward from where we were a month ago."

Previously, funding calculations were made on a per qualification basis, using providers' predictions of how many students they would recruit. Under the new mechanism, they will be worked out on a per student basis, using the previous year's intake.

The association estimated that of the independent providers who got in touch, around two-thirds experienced average cuts of 20 to 30 per cent. About a third were not adversely affected or got a modest rise.

In a letter to Graham Hoyle, the association's chief executive, the funding agency's



national director for children and young people, Peter Mucklow, said it was predicted that this measure would reduce under-delivery "significantly".

A DfE spokesperson said: "Our reforms will mean that the amount of funding a provider receives will be based on the number of students they've actually recruited in previous years, rather than over-optimistic projections.

"We are also giving more funding to private sector providers and charities who recruit more students than planned so that they can meet the needs of all young people."

The association's Countdown newsletter reported that the amount put aside to fund potential growth was more than was needed for the whole of last year, meaning that "whilst this is, as ever, subject to affordability... high-performing providers can have a degree of confidence that over-delivery will be funded".

It added that it was hoped the new funding formula would also help to prevent clawbacks at the end of the year, instead freeing up the funding of over-delivery as the year progressed.

The DfE also said that the former funding system had "acted as a perverse incentive for schools to enter students for easier qualifications" and that funding providers per student "will free them up to deliver demanding and innovative courses".

Response to careers guidance 'disappoints'

Rebecca Cooney

[@RebeccaKCooney](#)

The Association of Colleges is "disappointed" by the government's response to the education select committee's report on careers advice in schools.

The report, published last Monday, concluded that the quality of advice had deteriorated since schools took over provision from local authorities and Connexions last September, a move it called "regrettable".

In its response, the government argued that the changes needed more time to "bed in and evolve" as the committee's inquiry was conducted after the new system had only been in place for one term.

The association's director of education policy, Joy Mercer, said: "We can understand why the government's response... is one of 'wait and see' at this early stage... but are disappointed that it did not take some of its practical advice to make careers guidance truly available to all young people."

She pointed to the committee's suggestion that all schools should publish and review their careers plan each year, a move the government rejected as it "would re-introduce bureaucracy of the kind we have tried so hard to remove".

Since taking over the responsibility for careers advice, many schools have been accused of restricting advice on other FE providers and filling their own sixth forms.

Ms Mercer said: "The government needs to find new ways of encouraging co-operation between all the providers, schools and colleges, and the labour market, to ensure that the best

interests of young people and adults are the primary aim."

The government response said it was concerned to ensure schools acted impartially and had highlighted the need for schools to work with other providers in the careers statutory guidance.

"This is so important to our economy that there need to be clear incentives," said Ms Mercer. The UK has a major youth unemployment problem and our concern is that Government is not acknowledging that careers advice is unsatisfactory, and isn't recognising the mismatch in what parents and school teachers believe employers want from young recruits."

An Ofsted review of careers guidance is due to be reported in the summer. The government said it would consider the committee report alongside Ofsted's findings and those of the National Careers Council, "rather than rushing into any immediate changes at a time when schools are still evolving their careers programmes to best meet their new responsibilities".

Ms Mercer said the association also awaited the Ofsted review, but renewed its January call for the inspectorate to examine careers advice during its routine inspections of schools.

Having consulted Ofsted, the committee found the current inspection framework was "not a credible accountability check on the provision of careers guidance by individual schools".

The government response said careers guidance was an important area for Ofsted, and added: "Ofsted will draw on the findings of the thematic survey and will consider if any changes are required to its inspection frameworks."

Editor's comment

Misplaced sentiment

City College Coventry is not the first college to receive a grade four inspection result from Ofsted recently, nor will it be the last.

However, three things make this outcome stand out from the seemingly growing crowd.

Firstly, this was no average grade four. All 16 outcomes in the record of main findings were inadequate.

Secondly, and unlike other overall grade four results, this was not an exceptional result.

The college had already had two poor inspection results.

Thirdly, current principal Paul Taylor has been at the helm for 16 years and during all of those inspections.

So the defence of being new in post is not available for him, unlike principals at other grade four colleges.

But Mr Taylor is staying put because if he walks away he'll "regret it forever".

It's an honourable sentiment, but a misplaced one.

What about the tens of thousands of people in Coventry who over the years, according to Ofsted, have received a less than good educational experience?

Bearing in mind Ofsted boss Sir Michael Wilshaw's comments about no consequences for failure at FE colleges, and Skills Minister Matthew Hancock's plans for an axe-wielding FE Commissioner, this latest blow should be seen as a watershed moment for the sector.

What is to be the consequence of what appears repeated failure in leadership at City College Coventry?

Nick Linford, editor

Correction

A few weeks ago reporter Rebecca Cooney saw a hard-earned byline wrongly given to colleague Chris Henwood.

Unfortunately, like spelling errors, it's a classic peril of the trade.

And with changes in technology have come modern media dangers, such as incorrect Twitter 'handles'.

And here, again, we find Miss Cooney has been wronged — and we promise she's not being picked upon.

Having been given the correct 'handle' of @RebeccaKCooney for tales on pages 2 and 3 last week, the error then appears on page 4, with @RebeccaKCooney.

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.



Gove urged to act on 'funding dip'

Eleanor Radford

@EleanorRadford

Further education bosses have urged the government to address a dip in funding for 16 to 19-year-olds they fear could "stymie" talent.

In a letter to Education Secretary Michael Gove, leaders of sector organisations claimed that funding would slump from £4,645 for every 16 to 19-year-old in 2011/12 to less than £4,400 by 2015.

Brian Lightman, general secretary of the Association of School and College Leaders (ASCL), Martin Doel, chief executive of the Association of Colleges and David Igoe, chief executive of the Sixth Form Colleges' Association signed a letter. It said the cuts could lead to popular subjects being scrapped, increased class sizes and reductions in teaching time, tutorial and pastoral support.

"At a time when the age for participation in education is being raised [to 17 in 2013 and 18 in 2015] and when social mobility is a flagship government policy, it makes no sense for

frontline provision to be jeopardised by these funding cuts," Mr Lightman told *FE Week*.

"This is why we have written to the Secretary of State urging him to work with us to ensure that the young people in our schools and colleges are not let down, and that these worthwhile policies, which ASCL strongly supports, do not fail."

The letter claimed that income per pupil under 16 in secondary schools was £5,620 in 2011/12 — £1,000 more than for 16 to 19-year-olds — while in the same year the average fee per university student was £8,414.

It warned the disparity would cause "significant and adverse consequences for 16 to 19 education", and pressed the government to act before the next Comprehensive Spending Review.

The letter said: "We are concerned that the 16 to 19 funding dip could stymie the best endeavours of schools and colleges to cultivate the potential talents of young people."

"The next comprehensive spending review should re-evaluate the resources needed for a good education for all 16 to 19-year-olds in state education."

It added: "The 16 to 19 funding dip has appeared as an unwelcome anomaly. An anomaly that we believe should be removed."

Mike Hopkins, chair of the Principals Professional Council, which has also backed the letter, told *FE Week*: "This government should demonstrate its dedication and support for skills as a priority by increasing fair funding for all."

The group said it "welcomed" the opportunity to work with the government in "helping to determine the resources needed to achieve these aims and how these resources are then best deployed".

A Department for Education spokesperson said the government was spending £7.5bn this year on education and training for 16 to 19-year-olds.

"Work on the next Spending Review Period is on-going and no decisions have been taken," she said.

"As the participation age increases, we are providing funding to ensure schools and colleges can offer places in education or training to all young people who want them," she added.

Comment

FE Guild go-ahead

What a total waste of money. This will simply be another bureaucratic layer that is not required. Like the Institute for Learning, it will make no difference.

This new organisation will just create another worthless badge of honour (Chartered Community College), add bureaucracy and create another set of so-called quality initiatives. When will all this stupidity end?

FElecturer

Let's have balance at the top, says FE

62% of FE teachers in Institute for Learning membership are women. 0% on Government & Opposition front benches

[@shanechowen](#)

Traineeships are 'go'

Questions to resolve are how much the Department for Education will contribute to the programme and how much will be from the Department for Business, Innovation and Skills (whether it's to be understood as an initiative primarily for 16 to 18s or 19+ still seems unclear).

Also, whether the parents of 16 to 18 trainees will continue to receive child benefit/tax credit (ie will traineeships count as 'full-time' education?). Finally, of course, I'm sure many will be watching to see how whatever allowances are paid to trainees compare to education maintenance allowances.

Alastair

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[See the latest on this story on p2]



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FE Week profile

Deirdre Hughes ~ her story

Chris Henwood

@Chris_Henwood

The chair of the National Careers Council talks to FE Week

It's the mid-1970s. You're a pupil in Northern Ireland, at the height of the Troubles, nervous about the careers advice you're about to receive. You're told there simply are no jobs... anywhere.

"There was high unemployment and, I don't think I'm exaggerating, Northern Ireland was like a war zone," says Deirdre Hughes, a former careers adviser who now chairs the National Careers Council..

"I think that's at the core of my interest in how people get jobs when sometimes there apparently are none."

Hughes's interest in careers has resulted in a working life that has included setting up the University of Derby's International Centre for Guidance Studies (iCeGS), being a lead consultant with the European Lifelong Guidance Policy Network, and membership of the UK Commission for Employment and Skills (UKCES).

The impressive list, which is far from exhaustive, betrays a steely focus that could have been born of experiences growing as a Catholic in the coastal town of Coleraine.

"I got searched on the way to and sometimes on the way home from school, and if I went into shops there was always a bag or a body search," says the mum-of-two.

"I grew up in a town where there wasn't a lot of violence compared with the bigger town and cities, but I was in a minority living in an area where there was a lot of awareness of people's religion."

She adds: "Once, I missed the bus with my sister going to school. There were two buses — the Catholic one and the Protestant one.

"We missed ours, so we got on the other one because it was raining. We were just children, being pragmatic."

"We got on the one we weren't supposed to and the driver said: 'Stay close — don't go down the bus.'

"There were adults and children on it and this woman came up to us — we were only around 12 — and demanded the driver kick us out into the cold and rain.

"He protected us and said: 'Leave the children alone'.

"Sadly, the woman who was the perpetrator lost her son. He was blown up planting explosives in people's gardens. I felt sorry for her and her family to think that they lived their lives ruled by dogma."

"I never came to any harm, but I saw what injustice is like. Maybe that's where I get my steely sense of right and wrong from."

At 20, she left her three sisters and younger brother behind as she moved to Bristol having met and married husband Robert, who worked for Rolls-Royce.

She got a job with social services, "and

then by sheer chance saw a job called an unemployment employment adviser".

"It seemed a contradiction in terms, and so, out of curiosity I applied without knowing what the job involved and got it on the basis I asked: 'Isn't the job title a contradiction in terms?'," says Hughes.

The post involved approaching employers in the hope of persuading them to take on some of Bristol's "hardest to help young people".

"That whetted my appetite and I began to wonder if they had careers systems in other places, so, at 25, I decided I needed to get myself educated," explains Hughes, 52.

She adds: "You've got to be curious about different frameworks and systems. There's no single person that's got the right single answer by looking just in their own back garden.

"It's always helpful to look in other countries to see how they're doing — not least for reassurance that the things you're struggling with really are difficult because other places struggle with them, too.

"But there are also dangers in thinking that we can look at another country and adopt their methodology.

"Every country should have sense that it's got to develop its own framework."

So, appetite whetted, Hughes took on a postgraduate diploma in career guidance at the University of the West of England.

"I had to do an exam first. It was intimidating as lots of people had degrees whereas I just had work experience," she says.

"A voice in my head was saying: 'All these people are cleverer than I am' but then someone said: 'How do you spell professional?'

"I knew I could spell it — that was a critical moment for me that made me think I could be there, and deserved to be there."

Around a year after she completed the diploma, in 1987, and with children Gemma (now 27), and Patrick (now 24), to care for, Robert's career took the family to Derbyshire, where they still live.

There, she taught at the Nottingham Trent University — training careers advisers and working with teachers on careers education — while completing an Open University masters in education and employment.

"I thought I'd found my ideal career at Nottingham Trent and then a job came up at the University of Derby. Thinking pragmatically, it was easier than travelling to Nottingham," says Hughes, whose job at Derby entailed setting up the iCeGS.



Inset: Deirdre Hughes's OBE day. From left: daughter Gemma, mother-in-law Gwen Hughes, Deirdre and Robert Hughes, and sister Patricia O'Hare



Associates as a sole trading researcher.

Hughes has also applied for, and got, a commissioner's post at the UKCES and the chair's post at the careers council.

Appointments have since come her way, too. She is an associate fellow at the University of Warwick's Institute for Employment Research and an associate consultant at the University of Edinburgh, where she looks at the use of new technologies for career learning among young people.

"Careers guidance is very easy for people to dismiss — it's not education or employment," says Hughes.

"It's in the middle ground, but it does help people find their way and some people need it and some people don't."

"It's important for the ones who haven't got the networks or the contacts — Daddy can't organise work experience for them. That's what drives me."

Royal recognition came for that drive in January last year when she was awarded an OBE for services to careers.

"On the day at the palace the Queen was giving the awards," explains Hughes.

"I spoke to her about careers work — 'Isn't that about helping people find jobs?' she said. 'Yes, Ma'am'."

It's a personal thing

What's your favourite book?

The Color Purple by Alice Walker

What did you want to be when you were younger?

A detective

What do you do to switch off from work?

Gardening and learning to play the piano — but not both at the same time

If you could invite anyone to a dinner party, living or dead, who would it be?

Morecambe and Wise, Sir David Attenborough and Lord Robert Winston

What would your super power be?

I'd like to be able to fly. If you got bored, just being able to fly away and come back feeling refreshed and energised, possibly even take people with you, would be great

FE Week Experts

A source of challenge to sound leadership

Good governance is about far more than a checklist: it is about supporting and developing an institution to enhance opportunity and success, says Dr Paul Phillips

I have to hand it to chief inspector Sir Michael Wilshaw. He is a man on a mission, turning his attention to governance.

At face value, he seems to want to hold governors to account and to ensure that they robustly challenge the performance of an institution.

He suggests the creation of a 'score card', that some governors should be paid and that key businesses should encourage their staff to become governors.

From my perspective, he does not go far enough; good governance is invaluable and, in my own career, in both the school and college sector, governing bodies have ranged from the abysmal to the brilliant.

I always see a fine line between governance and management, and some governors do try to cross that line at times. I don't know if it is a 'power thing' or an unfulfilled aspiration, but too many times I have seen unjustified interference break down good relations between governors and heads of institutes.

When a school or college gets a bad inspection report, governing bodies usually say it's about what managers failed to deliver. But isn't it also about how governors failed in their judgments of a situation?

Then we have the issue of strategy versus management. How often do I hear that governors set the strategy but managers deliver, to it? Governance is about supporting and developing an institution, and challenging and then endorsing a strategy for an organisation.

"Unjustified interference breaks down good relations between governors and heads of institutes"

It still returns us, however, to the question of what is good governance and how this impacts upon an organisation. I'll bet many can remember when governance was a checklist rather than a source of challenge to sound leadership.

But let's support this initiative, while making sure that it is comprehensive and can be interrogated. From the perspective of the FE college sector, a three-pronged approach is needed to look at accountability and responsibility, meeting the needs of the community

and checking that the learner gets the best opportunity to succeed and progress. Isn't that common sense? Yes, you say, but I believe that it is rarely put into action.

Let's take a traditional 11 to 18 school or academy, and look at the young people at age 15. Can the governing body and the head of the institution justifiably confirm that each of them is shown the merits of both academic education and vocational learning, including apprenticeships? I do not believe it to be the case. Similarly in an FE college, do the governing body and senior management deliver everything the community needs or consider how, in doing so, success rates may be damaged?

Am I maligning Sir Michael's moves? Far from it. Governors need to be able to assess the initial advice and guidance concepts within their institution and the 'score card' is the first step. It is crucial to advance governance in the sector.

Do you remember the famous Morecambe and Wise sketch with Andre Previn where Eric says: "I am playing the right notes, but not necessarily in the right order."

A witty line that resonates within education today. The main ingredients for much needed success are there, but how they are ordered and prioritised is often not clear. Governance also varies according to an institution's environment. Brilliant governance is about completing that jigsaw to enhance



opportunity and success.

Paid governance? There are times when a governor or a group of governors should be paid but it should relate to need and how such work will guarantee positive and measured transformation.

I may regret these words, but I am generally a fan of Ofsted because it does make us focus on learner success, the learner journey and inspirational teaching. So what is inspirational governance? Now that's another story.

Dr Paul Phillips, principal and chief executive, Weston College, North Somerset

Vision for adult learning across the EU

probably clouded my vision, but my spirits rose as I found out more and now, after a few months, I can see enormous benefits from taking on the role. A two-day conference in Cardiff last week kick-started our work.

So why are we so enthusiastic about this work and what relevance does it have to *FE Week* readers? There are many answers, but the main theme is what we can learn from each other and the sense of perspective that working with European partners brings.

That perspective can help to overcome the negative feelings that thrive during austere times, replacing them with a better understanding of what we should be proud of in the UK in adult learning. It also provides examples of what we need to aspire to.

But the beauty of engaging with EU partners is that it forces each of us to describe, explain and justify the policy, practice, statistics and outcomes of adult learning in our own country. That very act is instructive because it requires intelligent research, reflection and judgment — things that we often avoid because our working lives require us to deal with the urgent and the operational. Stepping outside the day-to-day fray and reaching a considered judgment is a useful leadership trick that often provides new insights.

Over the next couple of years NIACE, as the UK co-ordinator, will run a number of innovation projects and peer-learning activi-

ties that build on last week's conference. The role of adult learning and skills to enhance Europe's economy and society is central to the work of the EU, its member states and other participants in the lifelong learning programme.

"Our robust systems of inspection and national qualifications are looked on with cautious interest"

The EU Agenda, adopted in November 2011, stresses the need for adult educators to make a case for investment, better analyse learner participation and motivation, and develop robust strategies to engage adults who have benefited least from initial education.

All these issues are common challenges across the 27 member states, even if the contexts and scale of the challenges differ.

Our work for the conference forced us

to reflect on the position in the UK and the inherent complexity of the differences between the four home nations.

The many challenges expressed by EU partners, with examples of good policy and practice, always make me feel that things are not all bad here.

When we describe the UK position our European partners' responses veer from the bewildered to the envious. Our reputation for Adult Learners' Week precedes us, as does the respect for the level of debate, publications and teaching materials that NIACE and others contribute to.

Our robust systems of inspection and national qualifications are looked on with cautious interest and we appear high up in statistics about investment and participation in adult learning.

Conversely, we have long known that we need to learn more about vocational learning and training, about employer engagement in education, about learning for citizenship and approaches to inclusion.

I am convinced that we can continue to learn from others and benefit from the reflection on our own policies and practices. Ultimately adults across Europe will also benefit if the best ideas and practices from the 27 states drive the vision for adult learning across the EU.

David Hughes, chief executive, NIACE



After a cautious start, David Hughes now had bags of enthusiasm for the European Agenda for Adult Learning. He explains why

We were cautious when the National Institute of Adult Continuing Education (NIACE) was invited to act as the UK co-ordinator for the European Agenda for Adult Learning. Many years involved in administering and applying for EU funding had

FE Week Experts

Making it personal

The increased freedoms and flexibilities that study programmes will allow are to be welcomed, says Dean O'Donoghue. But how they will be judged by Ofsted?

From September all post-16 providers will introduce 16 to 19 study programmes, coinciding with the raising of the participation age (RPA) and a revised funding methodology.

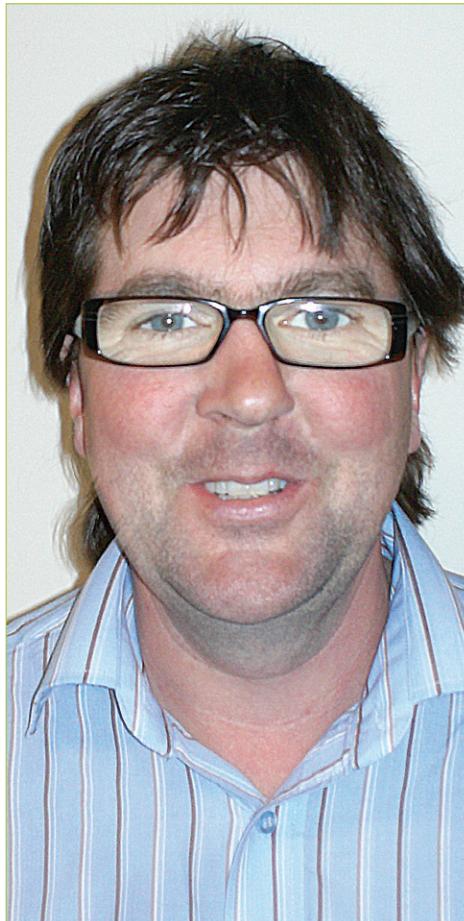
The overall move to fixed level funding will require post-16 providers to be creative with their curriculum. The expectation from the Education Funding Agency is that funding will service an average of 600 guided learning hours (glh).

The programmes will allow for more innovative teaching and support the drive for greater breadth, ensuring that learners gain personal social and employability skills. In her review of adult learning, Alison Wolf said that study programmes provided an opportunity "to create a personalised curriculum for learners". What she didn't expand on was how one student's personalised curriculum might be judged against that of another, or what a "good" personalised curriculum would look like.

"Inspectors will evaluate the extent to which learners develop personal, social and employability skills"

One key freedom is the capacity to increase the amount of non-qualification provision, which will be accounted for through auditing (with accountability shifting more towards glh). Non-qualification outcomes and activities can boost teaching and learning at any level. For example, recent research by the Education Employer Task Force shows that the most successful academic students benefit hugely from work experience to support their UCAS applications.

Traineeships will encourage more non-qualification provision such as personal development, work-readiness and work experience. Colleagues working with learners with special educational needs and disability (SEND) have considerable freedom and flexibility to use non-qualification outcomes to demonstrate the development of communication and number skills through life skills and employability contexts; we await the outcome of the Wirral Lifelong Learning



Service pilot with interest.

But how will Ofsted judge flexibility, freedom and personalisation? Chief inspector Sir Michael Wilshaw has made clear that Ofsted will focus on the "attainment and progress of learners with progress being at the heart of judgment". Inspectors will evaluate the extent to which learners develop personal, social and employability skills, and progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.

The criteria will apply equally to learners at entry level and those with SEND. Ofsted isn't known for its enthusiasm for innovation or individualism. Inspectors have their set of criteria and it is up to the lecturer or institution to make sure that they point them in the right direction; labelling appropriate content in block capitals and flashing neon is optional, but recommended.

The big question, surely, is how you evaluate and document the extent to which skills — be they personal, social, employability, communication or number — are developed if the provision is non-qualification? I can only answer this with more questions: "How can distance travelled be demonstrated without some form of assessment?" "What kind of test is fit for purpose methodology for personal, social and employability skills?" And "doesn't this rather undermine the point of non-qualification provision?"

Either the inspectorate has to allow more leeway for professional interpretation than it has in the past or we will find ourselves clinging to qualification outcomes that are costly and don't respond to the Department for Education's drive for the more enriching parts of the curriculum to become less formal. It's almost as if we've been caught in a paradox....

Dean O'Donoghue, national development coordinator for ASDAN Education

Lesson one: watch young adults on their smartphones

Technology offers learners different methods for coming to the same outcome. But no one is saying that it's easy to find the right formula, says Carolyn Lewis

What encourages trainers to use technology to support learning and assessment? It could be the number of statistics that are published on technology use, such as how many hours a day learners spend on social networking, or it could be the increasing numbers of employers demanding flexibility and less time away from the workplace, instructions from Ofsted inspectors to embrace more technology or a drive to become more commercially sustainable.

All these reasons are valid, but there is another important consideration: what learners want.

So how do we take on board the objectives of those in charge of the finances without losing sight of learners needing to be at the centre of what we do?

"Technology can make learning more varied, interesting, fun and well supported"

Often trainers do not use technology because, they say, "my learners need constant support" or "my learners need their programme of learning spoon-fed to them". But surely we need to be developing their independence and organisational skills if we are to prepare them for the world of work.

Many young adults know more about taking charge of their lives than we give them credit for. How often have you seen a teenager feed their curiosity by turning to their mobile phone to find something out, or to organise a night out with friends on Facebook?

Watch a teenager on their smartphone and consider the skills that they are using: research, communication, organising, comprehending and, in some cases, analysis, synthesis and evaluation — even if they are in simplistic forms. They are comfortable using these skills and probably don't equate them to other areas of their lives.

Technology allows us to harness these skills, to offer learners different methods for coming to the same outcome. No one is saying that it's easy; neither do they have perfect formula for engaging the non-engaged. But applying the skills that come naturally through the use of technology to learning gives us the best possible chance of achieving it.



It would be easy simply to find a great e-tool and then think "what can I use this for and what learners am I going to try it out on?"

Don't do this. The technology should be identified for a need and benefit. For instance, how can you improve things for learners who are not great at communicating? The answer might be mobile Skype or WhatsApp, but your choice is likely to take into account any barriers that your learners might face to using technology.

A protected online learning environment offers safeguarding and support, and gives you the ability to integrate different resource types — video, audio, text and games — to meet different learning styles. The flipped classroom model can improve engagement as it encourages online learning as the outcomes are visible when put into the practical face-to-face environment that follows.

Technology does offer learners the freedom of independent learning, but skills need to be developed first. Most of all, technology can make learning more varied, interesting, fun and well supported, but if learners haven't experienced it, how can they express it as their preferred style?

In an ideal world, learning using technology should be delivered by staff who are comfortable using it with learners who say it is their preferred way of learning. However, lack of skills, and lack of awareness of how technology can be used often becomes a barrier that needs to be challenged.

Carolyn Lewis, managing director Vocational Innovation

FE Week campus round-up

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Middlesbrough recruits 50 new staff

A ‘courageous’ Teeside college is braving economic storms to recruit more staff and invest heavily in new buildings. Eleanor Radford finds out why

ATeeside college principal admits that he’s taking a risk recruiting 50 new staff and pioneering a £20m investment.

But Mike Hopkins, principal at Middlesbrough College, is “clear” student numbers will continue to grow.

Mr Hopkins is overseeing a heavy investment in science, technology, engineering and maths (STEM subjects) over the next three years by erecting new buildings and extending a sixth-form centre that opened last year.

He said the college wanted to help “combat national skills shortages”, and was now advertising for lecturers in specialities from computing and health care to engineering and A-level subjects across the board — an investment of around £1m.

“At the moment we’re in a virtuous cycle,” he told *FE Week*.

“The more staff we recruit, the more income we receive, and then the more staff we can take on and the better facilities we can get.”

How had the college achieved this when other providers were struggling, with redundancies becoming common?

“When I arrived in 2010 the college had £7m in reserves and the board very courageously decided to spend it when others might have

thought ‘let’s ride out this storm of austerity’,” said Mr Hopkins.

In September the college unveiled MC6, a new sixth-form centre, built using reserves and attracting 200 new A-level students.

“We expect another 150 on top of that this year,” he said.

“The board is taking a risk, but we want to deliver high quality now”

“Our A-level centre is already very busy and unless we start building this summer we won’t be able to accommodate what we anticipate will be growth next year — we’re getting particularly buoyant applications in STEM subjects.”

Middlesbrough College had applied for a £6.5m capital grant from the Skills Funding Agency, and aimed to plough a further £13.5m of borrowed money into what Mr Hopkins described as the “ambitious but necessary” expansion.



An artist's impression of Middlesbrough's planned STEM building

Plans included a £3.5m construction yard and open access virtual learning area for STEM students this year, and a further £3m extension to MC6 next year, again for STEM students.

This would allow the college to enrol a further 450 A-level students, said Mr Hopkins.

The bulk of the cash would then be invested in 2015 when the college hoped to build a £12m STEM centre for training in advanced manufacturing, process, engineering disciplines, digital, warehousing and logistics.

“If we don’t get an agency grant for £6.5m it will all be borrowed money so we’ll either get £20m grant or £13.5m,” said Mr Hopkins.

“The board is taking a risk, but we want to

deliver high quality now and we don’t want to be scrambling around in September for part-timers.”

He said the college was being “brave” but was determined to do the “best” it could for a community in the eighth poorest town in the country.

He said: “If these numbers of students don’t come in I will be at best embarrassed.”

However, he added: “I’m really clear they will come in. While we have wonderful facilities, no one has ever been cared for, cooked for or cleaned by a brick. It’s people that make the difference. I’ve got wonderful colleagues who make my job very easy.”

LOANS FOR FURTHER EDUCATION CONVENTION

Taking 24+ Advanced Learning Loans from implementation to delivery

On 3 July 2013 the Skills Funding Agency, Student Loans Company and Department for Business Innovation and Skills will be hosting a convention in Birmingham.

The programme for the day will include a variety of workshops and activities; aimed at a range of staff within colleges and training organisations.

Aims:

- To provide a single opportunity for colleges and training organisations to access the materials, tools and training designed to support the delivery of 24+ Advanced Learning Loans.
- To allow for opportunities to hear about and share experiences from others within the sector.

Who should attend?

The programme will include a variety of workshops and activities which will be aimed at a range of staff within colleges and training organisations. Whether you’re in Strategy, Finance, Data, Learner Support Services or Marketing and Communications there will be workshops relevant for you.

This event is funded by SFA and is **free of charge** to attend for all skills providers.

Wednesday, 3rd July 2013
Hilton Birmingham Metropole Hotel, Birmingham
www.etouches.com/ehome/62750/117863/?&



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Makeover for Crewe primary school



Ash Barrow, 18, and Steph Sandham, 19, have their paintbrushes at the ready

A team of enterprising learners in Cheshire have given a former primary school a new lease of life as a community facility.

The eight foundation degree public and community service students from South Cheshire College, who called themselves 'Decor8', raised hundreds of pounds through raffles, tombolas and a community fundraising wall in a local supermarket to decorate and furnish the building in Crewe.

Student Erica Smith said: "This has been a really fun project and we have all worked

extremely well as a team.

"People were very generous ... we'd like to say a big thank you to everyone who has supported us."

The refurbished building will be home to the Cheshire Academy of Integrated Sport and Arts for people with physical, sensory or learning disabilities, and a Skills for Life group that will give young people the chance to learn new skills and sports. It also will host after-school clubs and community events for the over-60s.

All eyes on the prize in Newham



Newham College footballers and coach celebrate their after their knock-out competition win

A Newham College men's football team beat 15 schools, universities and colleges to get to the national final of a student competition.

Newham beat Hertswood Academy 4-3 to win the Southern England Student Sports Association football plate final at Essex's Ford Sports and Social Club.

The college's FE sports co-ordinator, Liana

Mathurin-Brown, said the team's success was due to Erskine Smith, a coach from the Tessa Sanderson Foundation and Academy, and a former college worker.

"Since moving on from the college, Erskine has continued to give up his time for training and matches," she said.

"He's always on hand when players need advice."

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Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable



Warwickshire College women's clay shooting team, from left: Lottie Horrabin, 18, Tori Frogley, 17, Paige Neale, 19, Aimee Misters, 18, Harriet Jones, 18, and Tiffany Lees, 19

Warwickshire's shooters are on target

A group of newcomers to clay shooting started their competitive days with a bang when they won top prize at a schools' challenge in Buckinghamshire.

The first ladies' team from Warwickshire College to enter the competition beat its nearest rivals by a full 10 clays.

Paige Neale, Aimee Misters, Lottie Horrabin, Tori Frogley and captain Tiffany Lees were awarded a new 12-bore shotgun for the college as a prize.

In the men's event, the Warwickshire team of Nathan Mockler, 18, Sam Treadgold, 18, Will Garrett, 21, Sam Clark, 17, and captain George Huck, 18 lost by two clays to come second to local rivals Warwick School.

Sam Treadgold took overall second place in the competition.

Warwickshire College has also been shortlisted for the Clay Pigeon Shooting Association's school of the year award, which it won last year.



Amy Conway, 16, takes part in cabin crew training

Tyneside students try out the high life

High-flying travel and tourism learners from Tyneside took a trip to Stockport to dip into a specialist cabin crew course.

The 12 level three students 'checked-in' to a range of mock-up aircraft at Thomas Cook Airlines' aviation centre.

Warick Stephenson, head of care, sport and leisure at TyneMet College, said: "These

educational visits are invaluable. They introduce the students to 'real life' training exercises and give them an insight in to how the theory side of their teaching is put into place."

The training covered manually closing aircraft doors, security and on-board first aid, including CPR and using a defibrillator.

'I don't want the fairytale to end'

FEATURED
CAMPUS
ROUND-UP

A college catering assistant honoured in the new year is now looking forward to a garden party at Buckingham Palace. She's just hoping the sun will shine, writes Rebecca Cooney

A college catering assistant from Romford has received a British Empire Medal and has been invited to tea with the Queen.

Sandra Coats, 57, has worked at Barking and Dagenham College for six years and was mentioned in the Queen's New Year honours list for her outstanding contribution to the college.

"It was a lovely feeling, I'm just so pleased to be recognised. It's nice to be appreciated sometimes when you work hard," she said.

Sandra was presented with her medal by Sir David Brewer, Lord-Lieutenant of Greater London, at a special ceremony held at the Tower of London.

Her husband, daughter and her daughter's partner went with her.

"It was such a special day. It is something I will never forget," she added.

But there is still more excitement to come,

as Sandra has also received an invitation to a garden party at Buckingham Palace in May.

"I can't wait to go to the palace — the letter said the Queen and other members of the royal family would be there," she said. "The weather will be a bit nicer as well."

A letter arrived last November, telling Sandra she had been nominated for an honour, but that she wouldn't know for certain until December.

"It said it was confidential and I wasn't supposed to tell anyone," she said, admitting she found that a bit of a challenge.

She had been nominated by the college principal, Cathy Walsh.

"When I eventually told Cathy about the medal, she said she was so pleased," said Sandra. "She told me that she'd nominated me because I deserved it."

A college spokesperson, Anne Vessey said: "We are so proud of Sandra. The dedication and care she shows to all our students at Barking and Dagenham is very special. Her honour is our honour."

Sandra serves breakfast and lunch, as well as cater for special events.

"I do really long hours, so I think it is well deserved," she said. "It's so nice for Cathy to notice and appreciate me though."

She might admit to long days but said that she loved her job.

Her colleagues were all "very pleased"



Barking & Dagenham College catering assistant Sandra Coats, wears her British Empire Medal, with Lord-Lieutenant of Greater London, Sir David Brewer CMG JP, at the Tower of London ceremony

for her, she said. She planned to take in her medal to show it to them and to students.

She said she will hold on to and treasure her memories of the year.

"I've kept everything, all the letters that

have come through right from November from the lieutenant and everything, I've got it all in a folder," said Sandra.

"I feel really special at the moment and don't want the fairytale to end."

At the cutting edge of design

Textiles students in Somerset learned high-level techniques in a master class on pattern cutting from designer Julian Roberts.

The 85 learners on Strode College A-level textiles, art foundation and BTec art and design courses heard about Julian's pioneering, no-waste pattern cutting technique, and then had a chance to try the method out for themselves.

College textiles course leader Sue Green, who organised the event, said: "It's important to challenge our students to think creatively and to develop their own work in new and innovative directions.

"Working with a professional designer like Julian Roberts gave them a great opportunity to build on their skills, knowledge and confidence."

Some of the students' dresses made using Julian's techniques will be on display at an end-of-year catwalk show in June.



Weston College student Bozanne Bozie will be performing her own songs during live web broadcasts

Tune in to Weston on Wednesdays

Weston College music goes live next month when concerts, instrument lessons and music-mixing software tutorials are available for streaming between 4 and 4.30pm on Wednesdays.

Music curriculum manager Paul Raymond said: "Anyone can watch these free via www.musiccollege.tv, and, through Facebook and Twitter, they can make the whole experience interactive, ask questions, make comments and give feedback."

He added: "We really believe that this is a step forward in educational opportunities and puts Weston at the cutting edge."

The live lessons follow a performance last month at St George's concert hall, Bristol, in which Weston students Bozanne Bozie, 16, Patrick Lim, 17, and Rosie Southern, 18, performed their own songs, accompanied by a professional string quartet. The concert was filmed and streamed live last month by students from the college's film and media departments.

FE Week campus round-up

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Volunteer models, back row, from left: Hannah Broadbent, 16, Gemma Irvine, 18, Natalie Hassall, Lauren Muir, both 17 and Alicia Blackwell Edwards, 19. Front row: Alan Dodd, Lloyd Jones, both 17, Dominic Saulte, Joe Thomas, both 18

'Experimental' creations on the catwalk

Young designers in Cheshire raised eyebrows and money for charity when their work was shown at their college's annual catwalk show.

Volunteer models wore creations by A-level textile and BTec art and design students at Priestley College, with all entry fees donated to the Teenage Cancer Trust and the college's education fund.

Tutor Emma Lingard said: "All the pieces were experimental, but we encourage that at this stage because it is a good time for the

students to be learning about materials and different techniques."

Inspired by themes such as memories, organic structures, the urban environment, architecture and recycling, students used traditional methods and materials alongside some more unusual ones such as plastic, wood, wire and paper.

At the end of the show, Sian Day of the Teenage Cancer Trust talked about its work to build specialist hospital units for young people with cancer.



The Danum Hotel ballroom after its month-long makeover

'Old lady' in Doncaster gets a facelift

Yorkshire painting and decorating students brushed up their skills to give a hotel ballroom a makeover.

The level one, two and three learners from Doncaster College had four weeks to transform the Danum Hotel's "old lady" to meet the deadline for prebooked wedding receptions.

Lecturer Neil Preskey said students got site experience and practised specialist skills. "Plus, we want to build relationships with the

community and help local businesses so it was an excellent project to do," he said.

The learners carried out all the work, from risk assessments, health and safety, through basic preparation to high level skills such as gold leafing.

They chose a 'classic modern' colour scheme of browns and off-whites.

Danum general manager Dawn McCabe said: "It looks wonderful and it's given the 'old lady' extra life... so a massive thank you."

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'Never again,' says Holocaust survivor



John Izwicki (centre) with Canterbury College students, from left: Steph Bailes, 17, Tasha Sleeman, 18, Ben Gardiner, 16, and Nikki Welch, 17

A Holocaust survivor's tale of how his family escaped Nazi Germany was at the heart of the build-up to Diversity Week at Canterbury College.

John Izwicki, 82, told about 50 students of his family's survival through Kristallnacht (the night of broken glass) when Jewish premises throughout Germany, including his parents' haberdashery shop, were attacked.

His family hid in the ruins of a torched synagogue and had a close call with a Gestapo officer who caught John's father

but decided to let him go. Eventually all the family members made it to the UK.

The former Telegraph journalist said the message he wanted to put across was "don't let it happen again".

A-level student Nikki Welch, 17, said: "It was really moving to hear stories about the war from somebody who was there."

Classmate Tasha Sleeman, 18, said: "He encouraged us to think about the horrors of yesterday in order to make tomorrow better."

Six days of Moroccan snow, sun and sand



Barton Peveril A-level geography students in Marrakesh

Souks, snow and the Sahara were all part of a six-day Moroccan adventure for geography students from Hampshire.

The 23 A-level students from Barton Peveril Sixth Form College went camel trekking, slept in a nomad's tent, ate a traditional feast under the stars, and visited the snow-capped Atlas mountains and movie-location town of Ouarzazate.

Student Alex Ross, 17, said: "You're in the desert on Tuesday and by Thursday you're

high in the Atlas mountains with snow around you. The variety in the landscape is incredible and getting to see so much of it was awesome."

The trip started and ended in Marrakesh, allowing students to explore the city.

Natalie Horsfall, 16, said: "It was unbelievable to experience a new culture and country the way that we did. Not many people can say they rode a camel in the Sahara Desert and slept there. It was mind-blowing."



Access to nursing and health professions student Kirsty Morton, 27, and travel and tourism student Susannah Jones, 17, put the local mud-based building techniques into action at the Jubilee Academy, Kenya

Kenyan adventure for 19 learners

Bracknell & Wokingham College students spent two weeks in Kenya helping to renovate two primary schools.

The 19 learners, who study a range of A-level and vocational subjects including construction, health and social care, travel and tourism, childcare and uniformed public services, built a security fence and painted classrooms at one school, and rebuilt classroom walls and helped local students with their lessons at the other.

Uniformed public services student Esmee Sturges, 18, said: "At the end of the trip the look on all the children's and teachers' faces is something that I will never forget, they were so grateful for what we had done in their school. I am so glad I had the chance to take part in this experience."

But it wasn't all work: the students also saw Kenya's beauty up close when they went on safari.



Performing arts students Joseph Connolly, 19 (back), and Zac Hancock, 17

Australian dancer inspires Zac

A Warrington Collegiate performing arts student impressed judges at a contemporary arts evening with a piece inspired by Australian dancer Lloyd Newson.

Zac Hancock, 17, from Orford, directed and performed Who? in the main reception area — including the lift — of the town's Pyramid centre.

Rachael Nelson, tutor and course leader for dance at Warrington Collegiate, said: "This set of pieces, delivered in unusual settings, rather than a conventional stage,

is diverse, challenging and innovative. It demonstrates the creative talents of the students.

"The work was of university level . . . the students surpassed what can be expected at advanced level."

The mini-performances were judged by Janey Moran and Derek Dick, representing Warrington Culture, a charitable trust. The judges said they were impressed by Zac's piece and his "clever use of movement and word". They said it worked "extremely well" in the chosen setting.

Twin qualification in Superbike contest



Twin brothers Matthew (far left) and Kurt Wigley (far right) and their pit-crew classmates

Midlands students had the chance to live life in the fast lane when they qualified at the first round of the MCE British Superbike Championship.

Motorcyclists, twins and Black Country UTC students Matthew and Kurt Wigley represented the UTC and were accompanied by four fellow engineering students, who gained valuable hands-on experience as the pitcrew.

The brothers have been racing motorbikes

since the age of six.

Pit crew member Laura Myatt said: "The first race of the season helped us gain a lot of experience and it was exciting to be involved in the preparation to the races."

"It was interesting to learn how the brake lines work and we now have a better understanding of the technology."

Two students also got to visited the garage of one of the top Superbike teams to get a better idea of the key roles in a larger pit crew.

Success tastes sweet for Carshalton



Louis Benjamin, 16, Jose Queirolo, 20 and Jamie Newman, 16

A five-layer chocolate orange cheesecake was among the dishes that a group of Surrey students used to tempt judges of the Nestle Toque D'or competition.

Chef student Jose Queirolo, front-of-house student Jamie Newman, and Lois Benjamin, who acted as commis chef, all from Carshalton College, presented their two-course lunch, with a main of Peruvian steak, to the judges at the college's in-house Nightingale restaurant, along with a

presentation about the concept of the lunch and the costing.

Carshalton tutor Anthony Dunball said: "The students worked really hard on designing, preparing and producing the lunch."

"They displayed a high level of skill in their catering and hospitality understanding."

Eight teams from around the country will go forward to the national final next month.

The time has come for you to make a real difference

Vice Principal – Teaching, Learning & Responsiveness

Salary: Circa £80,000



Waltham Forest College wishes to appoint a Vice Principal to build on and improve all that has been achieved over the last few years.

The successful candidate will have:

- a passion for teaching and learning
- a commitment to improvement so that the course offer and the student experience is innovative, responsive and relevant to the 21st Century
- equality and diversity at the heart of thinking and actions
- an approach which balances the importance of the mainstream course offer with entrepreneurial activities
- an interest in e-Learning developments and applications
- a successful track record in post-16 education and an interest in provision for younger learners
- a proven ability to lead, engage and influence colleagues at all levels.

To apply online or view further details, please visit:

www.waltham.ac.uk/about-us/job-vacancies.html
or email recruitment@waltham.ac.uk for further information
(CVs NOT ACCEPTED).

Waltham Forest College is committed to safeguarding and promoting the welfare of learners and requires all staff and volunteers to share this commitment.

www.waltham.ac.uk

CLOSING DATE:
Midday Tuesday
7 May 2013
**ASSESSMENTS
AND INTERVIEWS**
are scheduled for
15 and 16 May 2013



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College: St Mary's
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We specialise in meeting the needs of sixth form students, and have an established track record of excellent examinations success. We have Category A financial status and have been recognised by Ofsted as delivering outstanding quality of provision.

Applications are invited for posts at the following sites to start in September 2013

Web Application Developer: Full Time

£28,693 - £31,204 (Lewisham site)

We are able to offer an opportunity to join our highly successful Sixth Form College with this exciting and challenging role. The successful candidate will be a highly motivated and creative individual able to work under pressure while maintaining an eye for detail and a commitment to accuracy.

The role involves using your well-developed programming skills to develop and maintain custom PHP applications and integrate them with our MS SQL based MIS system. Hands-on experience with Capita's Unit-e MIS is desirable but not obligatory.

Closing date: 12 pm on Wednesday 1st May 2013
Interviews w/b 6th May 2013

For an application form and further details visit our website at www.ctksfc.ac.uk/vacancies or contact the Personnel Department on 020 8297 9433, e-mail recruitment@ctksfc.ac.uk



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Key areas of work

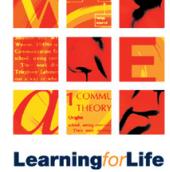
The Compliance and Quality Executive will be responsible for issues of quality and regulatory compliance, and their implementation, throughout the departments of ABP. Reporting to the Responsible Officer he/she will pro-actively act in a co-ordinating/guidance capacity to ABP managers.

The Compliance and Quality Executive will maintain awareness of good practise in relation to Quality Assurance as it applies to the delivery of ABP operated qualifications. To ensure awareness of all relevant legislation, policies and procedures as related to the operation and integrity of qualifications operated by ABP and through the partnership with ABE.

To apply, please send CV and Cover Letter to
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*Workers' Educational Association
 has the following vacancy:*



Business Development Manager, London Region

Grade E (£38,183 - £42,341) plus inner London allowance of £4151.06

Full-time – 35 hours per week

The WEA is the UK's largest voluntary sector provider of adult education with a thriving programme in the capital city.

This is a challenging opportunity to develop, lead and manage the WEA London Region's business development plan. To fill this exciting new role, we are looking for someone with excellent skills and experience in income generation, including bid writing, and project development and management, preferably gained in the Voluntary and/or Adult Education/FE sectors. Strong commitment to adult education with a social purpose and awareness of opportunities for its development in London are essential.

Closing date for applications is **Tuesday 7th May 2013**.

Interviews will take place on **Wednesday 22nd May 2013**.

The WEA is committed to promoting Equality & Diversity in its employment practices and service delivery.

For more information on the WEA London Region, please visit www.london.wea.org.uk

The Workers' Educational Association (WEA) is a charity registered in England and Wales (number 1112775) and in Scotland (number SC039239) and a company limited by guarantee registered in England and Wales (number 2806910).

www.wea.org.uk



Independent Training Services (ITS Ltd) are the largest private work based learning training provider in Barnsley. We offer vocational training through apprenticeships and foundation learning programmes to adults and young people across a range of sectors including health and social care, retail, motor vehicle, management.

Internal Verifier - Glass & Glazing

Freelance position

We are currently seeking a qualified and experienced Internal Verifier for the Glass & Glazing sector. The position would be home based, and require internal verification of NVQ portfolios to awarding body requirements.

The post is subject to a satisfactory DBS and we operate under the Safeguarding of Young People and Vulnerable Adults policies and procedures.

Assessor/Trainer - Paint Spray/Motor Vehicle

Fixed term contract - Nov 2013 | 3 days per week | £23,500 - £26,000 pa.

We are looking to recruit a qualified vehicle body and paint assessor preferably with knowledge of current apprenticeship and awarding body requirements. You need to be qualified to the industry standards at or above level 3 with experience of working in motor vehicle body repair and refinishing sector, with assessor qualification. The ideal candidate will have a good knowledge of modern vehicle repair techniques, dealer and independent repair shop requirements, solvent and water based finishes. You will have a good knowledge of current health and safety requirements for the sector. Duties will include recruitment of learners onto program, inductions, observed assessment of learners in company, assessment of portfolios and review of learner progress.

Freelance would also be considered.

The post is subject to a satisfactory CRB and we operate under the Safeguarding of Young People and Vulnerable Adults policies and procedures.

We are an Equal Opportunities employer.
 Applicants should contact Clare Clifton 01226 295471 or clare.clifton@ind-training.co.uk

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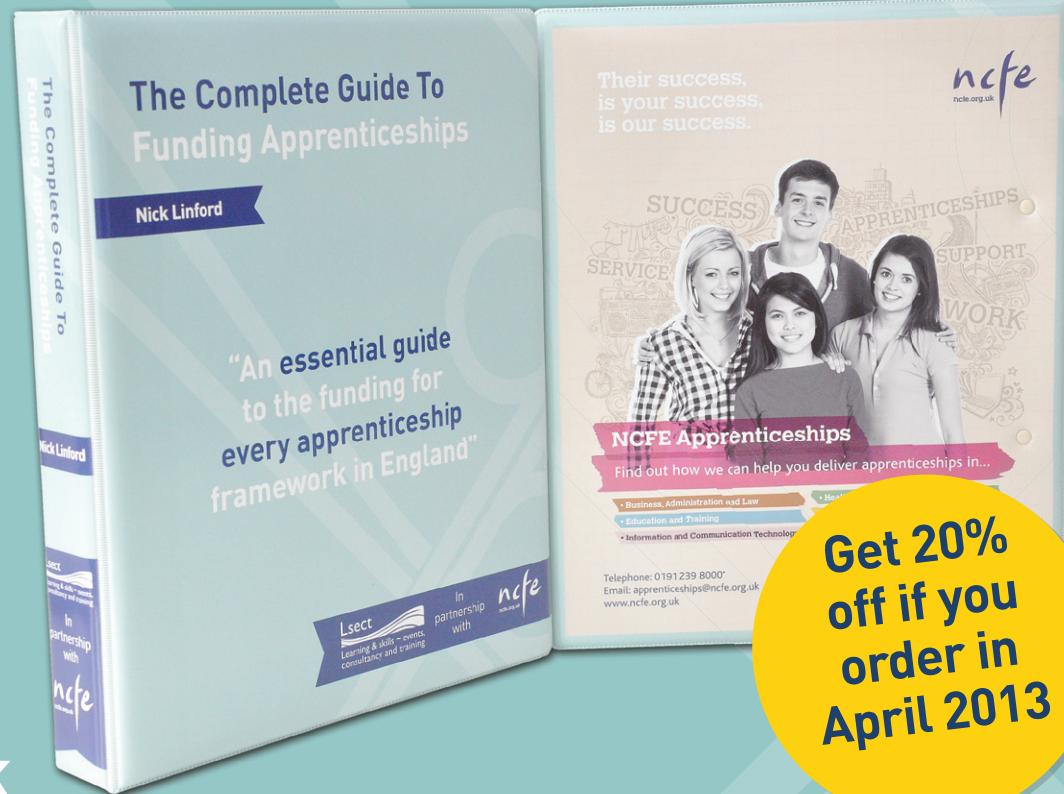
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Mark Emerson, Head of information, Systems and Planning at Chelmsford College

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Updated to include new functional skills rates

FE Week Sudoku challenge

		9		2			7	
6	4		3				9	
		7			1			3
				1			5	
9			2	6				1
	1			7				
8	4				5			
	7			9		3	8	
6			8	2				

Difficulty: EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

Difficulty: MEDIUM

		9					6	
5			2					4
		1	7		4	9		
9			5					3
	5	4		2		9		
4			1					8
	6	2		5	3			
3			9					6
	7				5			

Last Week's solutions

3	1	4	9	5	6	8	7	2
7	6	2	1	4	8	9	5	3
8	9	5	3	7	2	4	6	1
5	7	8	2	1	3	6	4	9
1	3	6	5	9	4	7	2	8
2	4	9	6	8	7	3	1	5
9	5	7	4	3	1	2	8	6
4	2	1	8	6	9	5	3	7
6	8	3	7	2	5	1	9	4

Difficulty: EASY

4	9	7	2	3	1	8	5	6
5	6	2	7	8	9	1	3	4
3	8	1	5	6	4	9	7	2
2	7	6	1	4	3	5	9	8
9	4	5	6	7	8	3	2	1
1	3	8	9	2	5	4	6	7
7	1	3	4	9	6	2	8	5
6	5	9	8	1	2	7	4	3
8	2	4	3	5	7	6	1	9

Difficulty: MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I've been giving baby Tom a head start"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford